Introduction to Sociology (Soc 001, Sections 201-206)
University of Pennsylvania
Fall 2017

Prof. Lareau

277 McNeil Building (take elevator to 2\textsuperscript{nd} floor and make 2 right turns, walk a few steps, and make another right turn)

215 898-3515 email: alareau@sas.upenn.edu

Office hours: Mondays 2:00 to 3:30 p.m. and by appointment

This course does not presume any prior knowledge of the field of sociology.

We live in a country which places a premium on individual accomplishments. Hence, all of you worked extremely hard to get into Penn. Most Americans are deeply invested in ideas which emphasize individuals’ personal accomplishments (or lack thereof). There is less attention to our social roles. Yet, human beings are profoundly influenced by their social memberships. In addition, social factors have an impact on life chances. This class provides an overview of how membership in social groups shapes the outcomes of individuals. Students are not expected to have any previous knowledge of the topic.

Teaching Assistants:

Dylan Farrell-Bryan email: dfb@sas.upenn.edu 266 McNeil, Mondays 10 to 11 a.m. and by appointment

Megan Reed, email: meganr@eas.upenn.edu, 266 McNeil, Tuesday 11:30 to 12:30 and by appointment, McNeil

Tessa Huttenlocher, email: thutten@eas.upenn.edu, 125 McNeil (enter through the Department of Sociology Main Office on the 1\textsuperscript{st} floor), Fridays 2 to 3 p.m. and by appointment

Required readings:


(Prof. Lareau will make an estimate of the royalties from the sale of the book to this class and donate the proceeds to charity. In addition, you are more than welcome to read Marianne Cooper’s book, *Cut Adrift: Families in Insecure Times*, instead of *Unequal Childhoods*. If you wish to take advantage of this opportunity, please speak to your TA.)

All of the books are at the Penn Bookstore. There are also additional readings posted on Canvas: [http://canvas.upenn.edu](http://canvas.upenn.edu)

In addition, you need to either read Piper Kerman’s memoir, *Orange is the New Black: My Year in a Woman’s Prison* or watch first 9 episodes of *Season 1* for the TV series *Orange is the New Black*. It will not make *any* difference in your course performance if you watch the videos rather than read the book. It is up to you.

**Goals for the semester**

- You will learn about the power of social context to shape the behavior of individuals.
- You will learn about empirical sociological studies in a variety of areas.
- You will help to develop your analytic skills so that you can critically evaluate the strengths and weaknesses of an intellectual position. You will work to synthesize a variety of research evidence to support a coherent intellectual position.

**Free Advice**

There are many things that most of you will do during this semester. You will get settled on campus. This will mean that you will adjust to your living situation, go out with your friends, visit your family, and work. These are important. Still, your academic life should also be a foundational element of your semester and a core part of why you are here. Set high standards for yourself! Read books on your own! It is wonderful to arrange your schedule so that you come to class, do the readings, study, and absorb the material. Since this is a course in the social sciences, there is quite a bit of required reading for this course.

- The class is designed to challenge you to think about the world in new ways as well as to build your intellectual skills. We work for each class to have a point and to highlight key ideas. Each class is an important part of the goals of the semester. We are always happy to meet with you in office hours to discuss what you are learning and how you can further improve.
- Students tell me that they often enter the course expecting that it will be an “easy course.” They are surprised that it is not. It has a great deal of reading since empirical studies are crucial to understanding scientific evidence in the social sciences. Some, but not all, students also report that find the course to be valuable. They report that it has an impact on how they see the world.
Course requirements:

- Midterm 1: September 25th
  This midterm is intended to help you learn how to do well in this course. Although we will be happy to meet you to go over the midterm, you will not receive extensive comments, but you will receive a grade. It is intended to provide “scaffolding” to help you develop the skills you need to flourish in this course. It is only worth 10% of our grade. It is in class. Fifteen percent of the grade is based on multiple-choice/true-false, and short answer. Eighty-five percent of the grade is based on an essay. You will be given a study guide before the midterm which has sample essay questions; two of these essay questions will appear in modified form on the exam. You may bring an 8 ½ x 11” “cheat sheet” to the exam.

- Midterm 2: November 8th
  This midterm follows the same format as the first midterm. It is worth 30% of your final grade.

- In-class Final
  The final examination is December 21st from noon to 2. It will follow the same format as the midterm with a few changes. First, you have two hours rather than 50 minutes. Second, you will be asked to bring in a laptop to type out your answer. Hence, this exam is “open book.” Third, the final is comprehensive, but there is more emphasis on the period since the midterm. If you do not have a laptop, or your laptop is broken, please speak with your TA. We can make an arrangement.

- Three reflective exercises
  In addition to uploading it to Canvas, you must turn in a hard copy of the exercise to recitation. If you are going to be out-of-town, please just put a hard copy in advance in your TA’s mailbox in the Sociology Department in the first floor of the McNeil Building. Dates will be announced in recitation.

- Short research paper, due November 29th in class
  Three-page typed paper where you formulate and test a social science hypothesis derived from *Orange is the New Black*; you will each collect and read four sociological articles for this small paper.

- Please buy a “clicker” from the bookstore. We will use the clicker in lecture and in recitation. You will get points for clicker activities in lecture and recitation.

These course requirements will contribute to your final grade in the following fashion:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm 1</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>30%</td>
<td>300</td>
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<tr>
<td>Final</td>
<td>35%</td>
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<tr>
<td>Short research paper</td>
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<td>100</td>
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<tr>
<td>3 reflective exercises</td>
<td>4.5%</td>
<td>45</td>
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Recitation and lecture grade: 10.5% 105 points

[65 points from lecture “clicker” questions; 40 points from recitation for clicker activities and overall classroom engagement]

Total: 100% 1000 points

It is expected that you will complete all of the reading before recitation and attend every recitation. (We do not expect you to complete the reading before section in the first week of class.) If you are an athlete, simply share your travel schedule with your TA.

**Exercises: 15 points each**

The exercises are intended to help bring the concepts of the course to life. Each exercise has 2 parts. First, there will be three or four questions where you will reflect on the key themes in the readings. This portion of the exercise will take longer since you will need to reflect on the readings and synthesize your thoughts. Second, there is a practical exercise to help bring the concepts of the course to life. Since the exercises are turned in to your TA in recitation, the TA will give you the dates when the exercises are due.

**Short research paper: Three-page paper: Assessing Evidence from the literature**

You are required to read the memoir *Orange is the New Black* by Piper Kerman. However, if you wish, you may watch the first 9 episodes of Season 1 instead of reading the memoir. It will not impact your grade if you chose to watch the videos or read the book. It is up to you. (This book also contains valuable insights into social processes of socialization, norm violation, and social labeling. Hence, it should illuminate core concepts of the course.)

Then, in recitations, you will formulate possible research questions based on what you have learned from the portrayal of women in prison. For example, you might hypothesize that workers in position of power often treat subordinates in a demeaning fashion. You might hypothesize that women’s self-image is connected to their body type. Put differently, you are formulating a hypothesis which can be answered with data. Your research question can be completely disconnected from prison. You will turn in the research question.

Then, you will research data on this research question. You are required to find four articles from *Sociological Abstracts* (that you can understand) that allow you to find evidence for your hypothesis. You will write a very brief essay where you state the research hypothesis, state the competing answers to the hypothesis, and present the evidence from the articles on this research question. You will summarize, in detail, the evidence from the four articles you read. Although your data sources are modest in scope, you will still draw a conclusion. Is your hypothesis supported or not from the evidence available to you? Note: You will NOT discuss OINTB in the paper. Rather, the series will help you to choose a research question of interest to you. The paper is due November 29th by 3:00 p.m. A hard copy should be turned in to your TA. Please also upload the paper as well as your four articles to Canvas. We will provide additional guidance on this assignment during the semester.
Academic integrity:

Please familiarize yourself with Penn’s Code of Academic Integrity, http://www.vpul.upenn.edu/osl/acadint.html, which applies to this course. Of course, we do not anticipate any problems with academic integrity. In the unlikely event that any concerns do arise on this score, we will forward all related materials to Penn’s Office of Student Conduct, http://www.upenn.edu/osc/index.html, for an impartial adjudication.

Penn Resources:

We are blessed to have many resources at Penn. The Weingarten Learning Resource Center has a number of valuable handouts on-line about how to improve your studying and test preparation. There are instructors with whom you may schedule a (free) appointment. Their email is http://www.vpul.upenn.edu/lrc/lr/

The library also has many valuable on-line guidelines to help you in doing the research and writing for your paper. You may also schedule an appointment with a reference librarian. The student disability center is also housed in Weingarten: http://www.college.upenn.edu/support/sds.php

Penn also has a writing center. Here is the link: http://writing.upenn.edu/critical/help/ Students may schedule (free) appointments to get help from a trained tutor with the writing process.

Penn also has a Counseling and Psychological Services program which offers free confidential help to students. College can be challenging. Here is the link: http://www.vpul.upenn.edu/caps/ In addition, there are resident advisers, faculty members living on campus, academic advisers, and undergraduate advisers in each program of study. The Office of the Chaplain is also helpful.

Penn seeks to be a caring community.

Policy on laptops and electronic devices:

Recent research, including from Stanford University, demonstrates that multi-tasking reduces cognitive functioning. (See the article from Stanford University posted in Week 1 readings. It is not required reading.) In addition, learning is not simply about memorization, but it is about actively analyzing, questioning, and assessing the ideas and evidence presented in lecture. Most importantly, when students use electronic devices in a classroom (i.e., to do email or browse Facebook) it is distracting to other students. Due to these factors, as well as additional factors, this class joins other university courses in having a policy of no electronic devices being permitted in lecture or recitation.

The Society Sector at Penn:

This class fulfills a general education requirement at Penn. The “Society” Sector is aimed at building students’ capacity to analyze social life. Here are the goals set out by Penn:
1. Does this course allow students to formulate and test social science hypotheses?
2. Does the course provide students with an understanding of social theories?
3. Will students understand the basis of empirical social science?
4. Will students gather and interpret data about social phenomena?
5. Does the course encourage students’ understanding of culture, religion, class, gender, race, or other fundamental social constructs?
6. Does the course enable students to understand the role of institutions in society, the relationship between individuals and those institutions, or the relationship among ideologies, values, and individual behavior?

MCAT Preparation

The MCAT has added a social and behavioral component. Should you be taking the MCAT, this class will help you prepare for this test. In some cases, a power point slide will have a special logo for a doctor. This symbol will signal to you that the information is on the list of concepts stressed in MCAT test preparation materials. Finally, with an undergraduate assistant, Prof. Lareau has collected and, in some cases, written a series of definitions for the over 175 concepts or terms contained in the MCAT materials. In addition to including these concepts during the semester in lecture, as a courtesy, Prof. Lareau will share a document which contains all of the terms and the definitions. You may keep it and share it with others.

Welcome to the course!

Course Calendar and Readings:

Please complete the reading before class and certainly before recitation. For the reading for the first week, please complete it by the second time your recitation meets.

Week 1:

Wednesday: August 30th

The Sociological Perspective

Ferguson, Mapping the Social Landscape (hereafter Ferguson), Chapter 1, C. Wright Mills, “The Promise” 1-6


Ferguson, Chapter 6, “On Being Sane in Insane Places” Pp. 48-57

Ferguson, Chapter 18, “Peer Power: Clique Dynamics Among School Children” Pp. 191-206

Canvas: Six Lessons of Suicide Bombers

Week 2:
**Monday: (no class): Labor Day**

Applying the sociological perspective to the case of campus drinking: the readings below provide empirical examples for you to read and reflect upon

Canvas: Drinking the Kool-Aid
Canvas: College Drinking Fact Sheet, “Monitoring the Future” pp 36-40 and tables only,
Canvas: “Why Colleges are not Stopping College drinking”
Ferguson, Chapter 21, “Fraternities and Collegiate Rape Culture” pp. 231-243
Ferguson, Chapter 23 “Some Principles of Stratification” pp 257-266

**Wednesday: September 6th**

Sociological theories/ empirical studies of health
Ferguson, Chapter 4; “Theoretical Perspectives in Sociology” pp 33-41
Canvas: “The End Game”
Canvas: Social Media use and social isolation

**Week 3:**

**Monday: September 11th**

Health Disparities, Health Policy
Canvas: America’s Health Inequality Problem (brief article)
Canvas, “Wealthy Blacks Fare Worse,” (news brief)
Iceland, John, *Race and Ethnicity in America*, 1-29

**Wednesday, September 13th**

Racial inequality
Ferguson, Chapter 31, “What is Racial Domination?” Pp. 354-366
Iceland: 30-60
Ferguson, Chapter 25, Race, Homeownership, and Wealth, pp. 281-292.
Canvas: DNA testing and the surprising result (very short)
Canvas: Problem of Black Unemployment
**Week 4:**

**Monday: September 18th**

*Race and Housing Segregation*

Canvas: Sharkey, Patrick. 2013. *Stuck in Place*. Chapter 4, pp. 91-116


Canvas: How Redlining’s Racist Effects Lasted for Decades


**Wednesday, September 20th**

*Criminal Justice System: Police and Prisons*

Canvas: “Police Accounts of Normal Force”

Canvas: “Language from Police Body Cameras” pp. 6521-6526

Canvas: Drop in 911 calls (very brief)

Canvas: “Behind the Badge” TABLES ONLY

Ferguson, Chapter 8, “Interpersonal Dynamics in a Simulated Prison” pp 68-77


**Week 5:**

**Monday, September 25th:**

**FIRST MIDTERM**

The purpose of the practice midterm is to help you gain the skills you need to write a strong analysis of the readings and lecture material. Writing a coherent essay is a challenging task. It takes practice. This midterm is worth a fraction of the actual midterm. It will be graded by the TAs. Due to the labor-intensive nature of grading, the comments will be less extensive than for the actual midterm, but we would be happy to provide feedback in office hours. In addition, there is a sample outstanding exam essay from an earlier class on Canvas as well as handouts on how to write an essay.

Please do complete the reading for today before the practice midterm.

The midterm will be in class. You will be given study-guide questions for the essay about 10 days in advance. Two of the study guide questions will appear, in modified form, on the examination. Fifteen percent of the grade will be based on true-false, short answer, and matching. Unfortunately, we are unable to review materials submitted by email, but we are
happy to discuss sample essays in office hours. You are permitted to bring one page of notes (8 1/2 x 11” piece of paper) with notes on one side of the page to the examination.

*Social Welfare Capitalism and the Rise of Neo-liberalism: Changes in Work*

Ferguson, 44, “Protestant Ethic and Spirit of Capitalism,” pp 520-526
Ferguson, Chapter 35, “The Power Elite,” pp. 409-415
Ferguson, Chapter 37: The Rise of the New Global Elite, pp 430-439
Canvas: Decline of Welfare Capitalism

**Wednesday, September 27th**

*Workplace Cultures*

Ferguson: Chapter 9, “Working at Bazooms” pp.78-93
Ferguson, Chapter 32, “At a Slaughterhouse, Some Things Never Die,” pp. 370-79
Canvas: Working at Amazon

Viscelli, *The Big Rig*, start introduction

**Week 6**

**Monday, October 2nd**

Viscelli, *The Big Rig*, complete the introduction and Chapter 1

**Wednesday, October 4th**

*The Labor Market*

Canvas: Kalleberg, read 1-18
Viscelli: Chapter 2

**Week 7:**

**Monday, October 9th**

Viscelli: Chapter 3
Ferguson, Chapter 41, “Over the Counter: McDonalds” pp. 481-496

**Wednesday, October 11th**

Viscelli, Chapter 4: Working for the Truck: The Harsh Reality of Contracting; start Chapter 5,
Week 8:

Monday, October 16th

*Immigration*

Canvas: “Unintended consequences of US Immigration policy”
Canvas: “Immigrant America”
Canvas: Immigration: A Statistical Overview (Tables ONLY)

Wednesday, October 18th

Viscilli: finish Chapter 5, complete Chapter 6

Week 9:

Monday, October 23rd

*The Family and Sexual Behavior*

Canvas: Hochschild, *The Second Shift, Chapter 5*
Ferguson, Chapter 53, “Deinstitutionalization of marriage” pp. 611-622
Ferguson, Chapter 54, “Promises I Can Keep,” pp. 623-631
OPTIONAL: Bogle, “Hooking Up”

Wednesday, October 25th

*Socialization by Gender*

Ferguson, Chapter 13, “No Way My Boys Are Going to Be Like That” Pp. 131-143
Ferguson, Chapter 27, “Gender as a Structure,” Pp, 305-314
Ferguson, Chapter 28, “Doing Gender, Determining Gender” Pp. 315-329
Ferguson, Chapter 29, “Dude, You’re a Fag.” Pp. 330-338

Week 10:

Monday, October 30th

*Gender and Housework*

Canvas: Hochschild, *The Second Shift*, Delacourte, Tanagawa
Canvas: Statistical overview of time on housework

**Wednesday, November 1st**

*Gender and Work-Family Conflict*

Canvas: Median Wages by gender and education

Canvas: Hochschild, *The Second Shift, Stein*

Ferguson, Chapter 42, “Racializing the Glass Escalator.” Pp. 497-508

**Week 11:**

**Monday, November 6th**

Canvas: Erickson

Canvas: A Letter to my wife who won’t get a job (very brief)

Ferguson, Chapter 26, “Understanding the Dynamics of $2-a-day”

Canvas: Privilege

Lareau, *Unequal Childhoods*, appendix, 345-364

**Wednesday, November 8th**

**MIDTERM**

The midterm will be in class. You will be given study guide questions for essays about 10 days in advance. Two of the study guide questions will appear, in modified form, on the examination. Fifteen percent of the grade will be based on true-false, short answer, and matching. Unfortunately, we are unable to review materials submitted by email, but we are happy to discuss sample essays in office hours. You are permitted to bring one page of notes (8 1/2 x 11” piece of paper) with notes on one side of the page. You will be tested on the reading for Nov 8th.

*Social Class and Unequal Life Chances*


**Week 12:**

**Monday, November 13th**

Lareau, *Unequal Childhoods*, Garrett Tallinger and Tyrec Taylor

**Wednesday, November 15th**
Lareau, *Unequal Childhoods*, Katie Brindle, Alexander Williams

**Week 13:**

**Monday, November 20th**

Lareau, Unequal Childhoods, Harold McAllister, Stacey Marshall

**Wednesday, November 22nd:**

Lareau, *Unequal Childhoods*, Wendy Driver, Billy Yanelli, and Conclusion to 1st Edition

Follow your Friday class schedule. Note, in recitation this week, we will watch the movie “People Like Us: Social Class in America.” There is a handout to guide your notetaking. If you are traveling for the holiday, you may, without penalty, watch the movie at another point. It is on reserve in the library.

**Week 14:**

**Monday, November 27th**

Lareau, Follow-up Unequal Childhoods, Unequal Adulthoods, Chapter 13, 15

Canvas: Youth update 2014

**Wednesday, November 29th**

Canvas: Lauren Rivera, “Hiring as Cultural Matching”

Canvas: Jessica Calarco “I Need Help!”

Canvas: Downey and Gibbs, “How Schools Really Matter,”

Canvas: Tables from *The Long Shadow*

Paper Due!

**Week 15:**

*Educational Policy Interventions*

**Monday, December 4th**

Canvas: Duncan and Murane, Restoring Opportunities

Watch 3 short videos for “school-based initiatives” at http://restoringopportunity.com/

**Wednesday, December 6th**
Ferguson, Chapter 50: “Civilize them with a Stick” pp. 580-587
Ferguson, Chapter 51: “A School in a Garden,” 588-601
Iceland, Hispanics and Asians, 92-108

**Last class:**

**Monday, December 11th**

Ferguson, Chapter 11, “This is for Brown Kids!” pp 105-121
Ferguson, Chapter 52, “Bad boys.” Pp. 602-610
Iceland, “Multiracial” 109-124
Canvas: Test scores by racial and ethnic background

**Tentative Date for the Final examination:**

Friday, December 21st, noon to 2:00 p.m.